
Action: School Improvement Plans

BELTON ISD BOARD OF TRUSTEES
REGULAR BOARD MEETING
October 19, 2026



Purpose

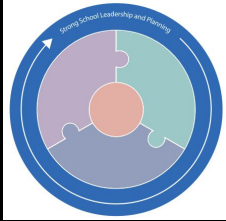


Consider, discuss, and take appropriate action regarding required school improvement plans.

School Improvement

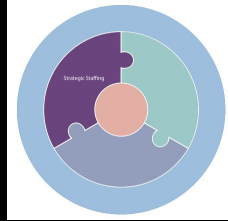
School	Improvement Plan
Southwest	Turnaround Plan
High Point	Targeted Improvement Plan
Hubbard Branch	Targeted Improvement Plan
Chisholm Trail	LIFT Grant Targeted Improvement Plan

Effective Schools Framework



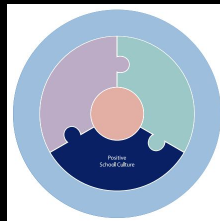
Lever 1

Strong School Leadership and Planning



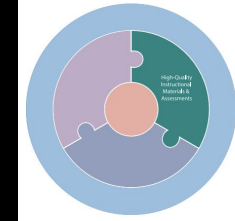
Lever 2

Strategic Staffing



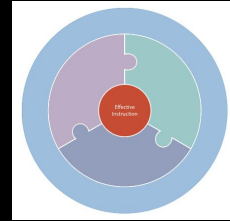
Lever 3

Positive School Culture



Lever 4

High Quality Instructional Materials and Assessment



Lever 5

Effective Instruction

Targeted Improvement Plans

- Alignment to Effective Schools Framework
- Evidence-based strategies with implementation plans
- Milestone monitoring and adjustment plans including resources
- Student performance goals

Plan Notes

The campus will execute an Instructional Curriculum & Instruction Improvement strategy focused on maximizing instructional time and collaborative practice over 100 instructional days. Core curriculum resources include SAYVAH and Foundations for ELAR, and Go Math for mathematics. Daily instructional minutes are meticulously allocated for grade level (e.g., Kindergarten receives 180 minutes for ELAR and 90 for Math, while 3rd grade has 180 minutes for ELAR and 80 for Math), and dedicated time is scheduled for interventions ranging from 20 minutes in K-2 to 40 minutes in grades 3-5. This intensive instruction is supported by a robust assessment plan utilizing screener (beginning, middle, end), fall, spring, benchmark, and common formative and summative assessment. Continuous improvement is driven by the Solution Tree PLC structure, where collaborative teams meet twice weekly for 45 minutes under the guidance of the instructional coach, adhering to the 4 Critical Questions protocol to analyze student data and refine practice.

Campus leaders will ensure fidelity and effectiveness of the Instructional Curriculum & Instruction Improvements plan through a multi-faceted monitoring system anchored in the PLC structure and assessment data. The instructional coach, who facilitates the bi-weekly 45-minute PLC meetings, will serve as the primary reviewer of the collaborative teams, verifying that teachers are consistently addressing the 4 Critical Questions—specifically, analyzing common formative and summative assessment data to diagnose student needs and collaboratively planning targeted interventions. Furthermore, leaders will create teacher observation opportunities, and analysis of student assessment data to confirm the fidelity of high quality instruction. The analysis of student results from the beginning, middle, and end-of-year screeners and fall/spring benchmarks will provide the high level evidence of the plan's impact, allowing leaders to adjust resources and professional development to support emerging teams or content areas throughout the instructional year.

If initial plan outcomes are unsatisfactory, the next-level work will intensify the focus on instructional precision and data-driven action by primarily targeting PLC Questions 2 and 3. Instructional coaches will ensure a tighter monitoring role, moving teams beyond mere data discussion to conducting deep non-scope analysis of common formative assessment results to prepare the exact why behind student non-mastery. Concurrently, the campus will undertake a master schedule revision to secure explicit intervention times and protect high-leverage Tier 1 instructional blocks from interruption. To ensure optimal teaching quality, leaders will strategically review teacher strengths and implement strategic teacher placements to align staff expertise with appropriate grade levels. Finally, the campus will integrate and optimize lesson plan expectations, mandating detailed planning for small-group teaching and learning and ensuring an active, monitored component during student independent work time to immediately address learning needs.

Implementing the Instructional Curriculum & Instruction Improvement strategy requires a strategic allocation of financial and human capital to directly support instructional demands and collaborative structures. Key resource shifts include adopting the Flexible by Resources digital platform to provide students with personalized, adaptive practice and intervention aligned with the curriculum, thereby enhancing both Tier 1 and Tier 2 instruction. To boost the quality of the monthly PLC work, the campus will dedicate half-day planning days once per nine weeks, allowing grade-level teams to engage in deep, uninterrupted data analysis, curriculum mapping, and the collaborative creation of common formative assessments. Crucially, the campus will address the growing need of its student population by securing additional special education staffing, ensuring the required services and intensive supports are adequately provided, particularly within the dedicated daily intervention block, maintaining compliance and maximizing student progress.

By May of 2026, all Grades EL/Reading Meets Grade Level or Above STAAR Performance rate will increase from 48% to 54%.

By May of 2026, all Grades Math Meets Grade Level or Above STAAR Performance rate will increase from 32% to 37%.

Discussion

